

Type A, B, or C	State	Certificate Name	Performance Assessments	Description of Performance Assessment Requirements
Type A	Alabama	Class B Professional Educator	NO	Each institution must assess the knowledge and abilities of each candidate prior to recommending the candidate for certification. Institutions are held accountable for the performance of their recent graduates.
Type A	Alaska	Type A Regular Teacher Certificate	NO	
Type A	Arizona	Provisional Elementary (K-8)	NO	
Type A	Arizona	Provisional Secondary (7-12)	NO	
Type A	Arizona	Provisional Special Education (K-12)	NO	
Type A	Arkansas	Initial Teaching License	NO	
Type A	California	Preliminary Level I Education Specialist Instruction Credential	NO	
Type A	California	Preliminary Multiple Subject Teaching Credential	YES	As a result of SB 2042, the Commission adopted the Standards of Quality and Effectiveness for Teacher Preparation Programs. These standards include a set of teaching performance expectations that define the pedagogical skills and abilities expected of new teachers. These teaching performance expectations form the basis for the development of a Teaching Performance Assessment (TPA) that will be required for the Preliminary credential for all multiple subject and single subject candidates. This performance assessment will be embedded in preparation programs. Consistent with California law, teacher preparation programs may develop their own assessment or may use the California Commission on Teacher Credentialing prototype TPA. The prototype will provide the teacher candidate with both formative as well as summative assessment data. The formative data will consist of detailed feedback that will assist candidates in documenting the quality of their teaching and focus on those aspects of teaching in which they need further development and support. The summative data will indicate the degree to which candi
Type A	California	Preliminary Single Subject Teaching Credential	YES	As a result of SB 2042, the Commission adopted the Standards of Quality and Effectiveness for Teacher Preparation Programs. These standards include a set of teaching performance expectations that define the pedagogical skills and abilities expected of new teachers. These teaching performance expectations form the basis for the development of a Teaching Performance Assessment (TPA) that will be required for the Preliminary credential for all multiple subject and single subject candidates. This performance assessment will be embedded in preparation programs. Consistent with California law, teacher preparation programs may develop their own assessment or may use the California Commission on Teacher Credentialing prototype TPA. The prototype will provide the teacher candidate with both formative as well as summative assessment data. The formative data will consist of detailed feedback that will assist candidates in documenting the quality of their teaching and focus on those aspects of teaching in which they need further development and support. The summative data will indicate the degree to which candi
Type A	Colorado	Provisional License	YES	Each candidate in a Colorado approved program must maintain an electronic portfolio in which the student documents proficiencies related to the performance-based standards.
Type A	Connecticut	Initial Educator Certificate	NO	
Type A	Connecticut	Interim Initial Educator Certificate	NO	
Type A	Connecticut	Interim Provisional Educator Certificate	NO	
Type A	Delaware	Initial License	NO	

Type A, B, or C	State	Certificate Name	Performance Assessments	Description of Performance Assessment Requirements
Type A	District of Columbia	Provisional Certificate	NO	
Type A	Florida	Temporary Certificate	NO	
Type A	Georgia	Intern Certificate	YES	Form of portfolio assessment done by the local school system.
Type A	Georgia	Professional Clear Renewable Certificate	NO	
Type A	Georgia	Provisional Certificate	NO	
Type A	Guam	Professional I		
Type A	Idaho	Early Childhood/E.C. Spec Educ Blended Certificate (Birth-Grade 3)	NO	
Type A	Idaho	Exceptional Child Certificate (K-12)	NO	
Type A	Idaho	Secondary School Certificate (6-12)	NO	
Type A	Idaho	Standard Elementary Certificate (K-8)	NO	
Type A	Illinois	Initial Early Childhood Certificate (Birth to grade 3)	NO	
Type A	Illinois	Initial Elementary Certificate (Grades K-9)	NO	
Type A	Illinois	Initial Secondary Certificate (Grades 6-12)	NO	
Type A	Illinois	Initial Special Education (Grades K-12) Certificate	NO	
Type A	Indiana	Reciprocal All Grade Education License (K-12)	NO	
Type A	Indiana	Reciprocal Early Childhood Education (Pre-K)	NO	
Type A	Indiana	Reciprocal Elementary Education License (1-6, & Nondepartmentalized 7 & 8)	NO	
Type A	Indiana	Reciprocal Junior High/Middle School Education License	NO	
Type A	Indiana	Reciprocal Kindergarten - Primary (K-3)	NO	
Type A	Indiana	Reciprocal Secondary License	NO	
Type A	Indiana	Reciprocal Senior High, Junior High & Middle School Education License (5-12)	NO	
Type A	Iowa	Initial License	YES	All programs must include student teaching and documentation of specified competencies.
Type A	Kentucky	Provisional Certificate (Intern)	YES	As part of the continuous assessment plan at each teacher education institution, the following assessments may be used: portfolios, videos, interviews, and lesson plans.
Type A	Louisiana	Type C or Level 1 Certificate	NO	

Type A, B, or C	State	Certificate Name	Performance Assessments	Description of Performance Assessment Requirements
Type A	Maine	Provisional Certificate	YES	All provisionally certified teachers must have one semester of supervised student teaching experience, or one year of successful teaching under a targeted needs, conditional, or transitional certificate, in the endorsement subject. In the case of student teaching, each teacher preparation program determines the specific measures it will use to evaluate student teaching performance, such as portfolios, peer-reviewed videotaping, classroom observations, etc. In the case of targeted needs, transitional, or conditionally certified teachers, each district must monitor and evaluate teaching performance, and verify one year of successful teaching.
Type A	Minnesota	Nonrenewable License (temporary limited license)	NO	
Type A	Mississippi	Class A	NO	
Type A	Missouri	Professional Classification I (PC1)	NO	
Type A	Montana	Class 2 Standard Teaching License: Elementary	NO	Each IHE sets performance assessment requirements.
Type A	Montana	Class 2 Standard Teaching License: Secondary	NO	Each IHE establishes performance assessments appropriate to programs offered. Such assessments are not required specifically for state licensure.
Type A	Montana	Class 7 American Indian Language and Culture	NO	
Type A	Nebraska	Temporary Certificate	NO	
Type A	Nevada	Initial License	NO	
Type A	New Hampshire	Beginning Educator Credential (BEC)	YES	Portfolios are only required for Alternative III.
Type A	New Jersey	Certificate of Eligibility (CE)	NO	Performance assessment is completed during the provisional teaching year. Based on classroom performance, the building principal determines eligibility for standard certification.
Type A	New Jersey	Certificate of Eligibility with Advanced Standing (CEAS)	NO	Performance assessment is completed during the provisional teaching year. Based on classroom performance, the building principal determines eligibility for standard certification.
Type A	New Mexico	Level 1	YES	Classroom observations by administrator based on SBE's Nine Essential Teaching Competencies and Indicators. See SBE Rule 6 NMAC 4.5.2.
Type A	North Carolina	Initial License	YES	To convert an Initial License to a Continuing License, North Carolina implemented a Performance-Based Licensure system during the 2000-2001 school year. This requirement was in place during the 2001-2002 school year. Recent action by the NC General Assembly suspends this requirement while it is studied.
Type A	North Dakota	Initial	NO	
Type A	North Dakota	Interim Reciprocal	NO	
Type A	Ohio	Provisional License	NO	
Type A	Oklahoma	School License	YES	Portfolios, classroom observations in diverse settings, and experience working with parents and community members are required.
Type A	Oregon	Transitional Teaching License	NO	

Type A, B, or C	State	Certificate Name	Performance Assessments	Description of Performance Assessment Requirements
Type A	Pennsylvania	Professional Instructional Certificate	YES	Each professional education program must meet the required state guidelines performance components (Appendix D). Many program areas cite specific field experience and/or practicum hourly requirements. A twelve-week student teaching placement is the minimum state requirement.
Type A	Puerto Rico	Certificado Regular	NO	
Type A	South Carolina	Critical Needs	YES	Candidates must participate in the state's beginning teacher performance standards known as Assisting, Developing, and Evaluating Professional Teaching (ADEPT).
Type A	South Carolina	Initial	YES	The ADEPT process except for individuals certified in another state applying for a certificate in South Carolina.
Type A	South Dakota	Two-Year Nonrenewable Certificate	NO	
Type A	Tennessee	Apprentice Teacher License	NO	
Type A	Tennessee	Out-of-State Teacher License	NO	
Type A	Utah	Utah Professional Educator License, Level I	YES	District evaluations, a trained mentor, and classroom observations. After 1/2003, new teachers employed in UT will be required to complete the Early Years Enhancement requirement by showing evidence of a trained mentor, successful district evaluations, a passing score on the Praxis II PLT and a portfolio evaluation to move from a license Level 1 to a Level 2.
Type A	Vermont	Level I - Beginning Educator License	YES	Vermont requires all prospective Level I candidates from an approved preparation program to complete a licensure portfolio. The portfolio is used to determine whether the candidate has demonstrated the "Five Standards for Vermont Educators," the "Principles," and met the competencies in his/her area of endorsement. In April 2001, the Vermont Standards Board adopted the Level I Licensure Portfolio as the required core of all Level I Licensure Portfolios. Preparation programs will begin phasing in the new portfolio during the next few years. Reference: http://www.state.vt.us/educ/
Type A	Virgin Islands	Emergency	NO	
Type A	Virgin Islands	General	NO	
Type A	Virgin Islands	Temporary	NO	
Type A	Virginia	Provisional License	YES	Approved programs require performance assessments that may include portfolios, etc.
Type A	Washington	Residency Certificate	NO	Institutions use a variety of assessments -- observations, portfolios, reflective journals. The state requires that the candidate provide evidence to document his/her positive impact on student learning.
Type A	West Virginia	Provisional Professional Certificate - Three Years	YES	Pre-professional Performance Assessments: Speaking, Listening, Technology. Professional Performance Assessments-Field Experiences: Micro-teaching, observations, tutoring.
Type A	Wisconsin	Two Year Minor Deficiency License (for out-of-state applicants only)	NO	
Type A	Wyoming	Standard Teaching Certificate	NO	
Type B	Alabama	Class A Professional Educator	NO	
Type B	Arizona	Standard Elementary (K-8)	NO	
Type B	Arizona	Standard Secondary (7-12)	NO	
Type B	Arizona	Standard Special Education (K-12)	NO	
Type B	Arkansas	Standard Teaching License	YES	Praxis III performance assessment

Type A, B, or C	State	Certificate Name	Performance Assessments	Description of Performance Assessment Requirements
Type B	California	Professional Clear Level II Education Specialist Instruction Credential	NO	
Type B	California	Professional Clear Multiple Subject Teaching Credential	YES	Under SB 2042, teacher credential candidates seeking a preliminary credential will be required to pass a Teaching Performance Assessment, which is based upon the Teaching Performance Expectations embedded in the teacher preparation program standards. Having passed this Teaching Performance Assessment, the preliminary credential holder will be required to participate in an induction program during their first two years of teaching prior to earning their Professional Clear Credential. The newly adopted Standards of Quality and Effectiveness for Professional Teacher Induction Programs require that all induction program have a formative assessment system that guides and informs participating teachers about their own professional growth. The purpose of the formative assessment is to improve teaching, as measured by each standard of The California Standards for the Teaching Profession (CSTP) and in relation to the state-adopted academic content standards and performance levels for students.
Type B	California	Professional Clear Single Subject Teaching Credential	YES	Under SB 2042, teacher credential candidates seeking a preliminary credential will be required to pass a Teaching Performance Assessment which is based upon the Teaching Performance Expectations embedded in the teacher preparation program standards. Having passed this Teaching Performance Assessment, the preliminary credential holder will be required to participate in an induction program during their first two years of teaching prior to earning their Professional Clear Credential. The newly adopted Standards of Quality and Effectiveness for Professional Teacher Induction Programs require that all induction program have a formative assessment system that guides and informs participating teachers about their own professional growth. The purpose of the formative assessment is to improve teaching, as measured by each standard of The California Standards for the Teaching Profession (CSTP) and in relation to the state-adopted academic content standards and performance levels for students.
Type B	Colorado	Professional License	NO	
Type B	Connecticut	Provisional Educator Certificate	YES	Completion of Beginning Educator Support and Training (BEST) Program as available by endorsement area, if applicant held the Connecticut initial educator certificate and is applying for the provisional for the first time. In lieu of the BEST Program, 30 months of appropriate teaching experience within the last 10 years in an approved private school or in out-of-state public schools is accepted in order to qualify for the provisional educator certificate.
Type B	Delaware	Continuing License	NO	
Type B	District of Columbia	Standard Certificate	NO	
Type B	Guam	Professional II		
Type B	Hawaii	Hawaii Teaching License	YES	HTSB competencies must be demonstrated by teacher candidates throughout the teacher preparation program. The methods for assessing candidates' performance, i.e., HTSB teaching competencies, are established by each IHE.
Type B	Illinois	Standard Early Childhood Certificate	NO	
Type B	Illinois	Standard Elementary Certificate	NO	

Type A, B, or C	State	Certificate Name	Performance Assessments	Description of Performance Assessment Requirements
Type B	Illinois	Standard Secondary Certificate	NO	
Type B	Illinois	Standard Special Education (K-12) Certificate	NO	
Type B	Indiana	Standard All Grade Education License (K-12)	NO	
Type B	Indiana	Standard Early Childhood Education License	NO	
Type B	Indiana	Standard Elementary Education License (1-6)	NO	
Type B	Indiana	Standard Junior High/Middle School License (5-9)	NO	
Type B	Indiana	Standard Kindergarten-Primary (K-3) License	NO	
Type B	Indiana	Standard Secondary License (9-12)	NO	
Type B	Indiana	Standard Senior High, Junior High/Middle School License (5-12)	NO	
Type B	Iowa	Standard License	YES	All programs must include student teaching and documentation of specified competencies. These requirements must be met for the initial license prior to employment.
Type B	Kansas	Standard 3-Year Certificate	NO	
Type B	Kentucky	Professional Certificate (at baccalaureate level)	YES	As part of the continuous assessment plan at each teacher education institution the following assessments may be used: portfolios, videos, interviews, and lesson plans.
Type B	Louisiana	Type B or Level 2 Certificate	YES	Successful completion of the Louisiana Teacher Assistance and Assessment Program (LaTAAP) is required to move from an initial certificate to a Level II certificate. LaTAAP is a performance-based assessment with a structured interview and classroom observation. The assessment criteria are the Louisiana Components of Effective Teaching.
Type B	Maine	Professional Certificate	YES	For initial issuance of a professional certificate, individuals must successfully complete two years of teaching under a Level I (provisional) certificate. Each district is responsible for providing appropriate mentoring and professional development supports through these induction years, in accordance with an individualized Teacher Action Plan. The support team monitors performance and makes a recommendation for issuance of the Professional certificate.
Type B	Maryland	Professional Eligibility Certificate	YES	State requires performance assessment in state approved programs. They vary by institution but all must be based on state and national standards. For transcript analysis, no performance assessment is required.
Type B	Maryland	Standard Professional Certificate I	YES	State requires performance assessments in state approved programs. They vary by institution but all must be based on state and national standards. For transcript analysis, no performance analysis is required.
Type B	Maryland	Standard Professional Certificate II	YES	State requires performance assessment in state approved programs. They vary by institution, but all must be based on state and national standards. For transcript analysis, no performance assessment is required.
Type B	Massachusetts	Initial License	NO	Institutions must assess the performance of candidates during student teaching using state guidelines.

Type A, B, or C	State	Certificate Name	Performance Assessments	Description of Performance Assessment Requirements
Type B	Michigan	Provisional Certificate	YES	The MTTC Basic Skills Test: Writing. This is the only performance section required.
Type B	Minnesota	Professional License	NO	
Type B	Mississippi	Class AA	NO	
Type B	Mississippi	Class AAA	NO	
Type B	Nebraska	Initial Certificate	NO	Performance assessments are integrated throughout the preparation programs in Nebraska institutions. They include assessment of content knowledge, pedagogy knowledge, effectiveness in field experiences, and student teaching. It is assumed that similar assessments are a part of approved teacher education programs in other states.
Type B	New York	Provisional -- Elementary Teaching Certificate (Pre-K - 6)	NO	
Type B	New York	Provisional -- Secondary Academic Teaching Certificate (7-12)	NO	
Type B	Oregon	Initial Teaching License	YES	Program completion requires 2 teacher work samples OAR 584-017-0180 (7) to include: (a) Goals for unit of study, (b) Instructional plans, (c) Data on student learning gains, (d) Interpretation of data, (e) Uses made of data, and reporting procedures, (f) Evaluative visits by university supervisor are required in the field.
Type B	Rhode Island	Provisional Certificate	NO	
Type B	South Dakota	Five-Year Certificate	NO	
Type B	Texas	Texas Standard Classroom Teacher Certificate	NO	
Type B	Virginia	Collegiate Professional License	YES	Approved programs require performance assessments that may include portfolios, etc.
Type B	Wisconsin	Regular License	NO	
Type C	Mississippi	Class AAAA	<i>States are not required to provide this information for Type C Certificates.</i>	